3 CB) (3)   Reading Excellence Act (REA) Application Process

The application process will provide technical assistance and support for all eligible LEAs and schools designed to help them write competitive applications that meet SEA funding criteria by laying the groundwork for successful reading programs.

3 (B) (3) (a) Technical Assistance and Training for Eligible Districts and Schools

We anticipate that for many of the eligible schools, preparing applications for a Tennessee Reading Excellence subgrant under the provisions of the REA may be their first opportunity to address poor reading performance in a systematic way. Therefore, we see the benefits of the application process as twofold: offering all schools information and opportunity to think about their reading programs in light of knowledge about the reading process that has emerged from scientifically based reading research and helping schools write competitive applications that will lay the groundwork for successful reading programs.

The following activities are planned:
- Contact with all eligible LEAs through direct mail, the September Superintendent's Conference and regional Superintendent's Study Councils.
- Subgrant information packets containing Local Reading Improvement (LRI) and Tutorial Assistance Subgrants (TAS) program goals, application information, information about the reading process derived from scientifically based reading research and invitations to regional bidder conferences sent to Superintendents and to eligible schools.
- Two regional bidders conferences in each of the three state geographical regions (east, middle and west) for a total of six conferences. Conferences will feature
  - clarification of the Framework for Developing Comprehensive K-3 Reading Programs;
  - the relationship between early childhood programs and K-3 balanced reading programs in light of what we know about how children learn to read through scientifically based reading research;
  - advice from SEA State and Federal program directors and other partnership members on aligning all resources with reading program goals and building community coalitions;
  - information about the TRC professional development initiative and an invitation to begin a dialogue with TRC higher education partners regarding school/LEA applications. (TRC higher education representatives will attend the conferences.)
    - Materials including copies of *Preventing Reading Difficulties in Young Children,* (Snow, Bums, Griffm); *The National Reading Panel Report; Teaching Reading is Rocket Science* (Moats); *Starting Out Right, Every Child a Reader,* (Burns, Griffin, Snow); *Ten Research Based Principles* (CIERA), *Every Child Reading: An Action Plan* and *Every Child Reading, A Professional Development Guide* (Learning First Alliance); *Collaboration for Diverse Learners* Risko and Bromley 2001) and *Handbook of Reading Research, Volume III.*
- On-going technical assistance through e-mail and telephone contact.

<u>**(3) ('3) (3) (1)) Overview of applications for Local Reading Improvement (LRI) Subgrants**</u>

Overview The Tennessee Reading Excellence Program will require LEAs to articulate plans to meet the purposes of the Reading Excellence Act through the following activities:

1. **Design effective reading instruction.** Create a reading instructional program that addresses school reading instructional needs, is based on scientifically based reading research and articulates the Tennessee Framework for Comprehensive K-3 Reading Programs.
2. **Select appropriate proprietary programs.** All reading series, intervention programs or other resources purchased with REA funds must be grounded in scientifically based reading research, meet school instructional needs and address the Tennessee Framework. Such programs must also provide professional development and technical assistance for teachers.
3. **Provide professional development.** Provide high quality professional development for teachers, administrators and other related instructional staff in Reading Excellence schools.
   LEAs will be free to select professional development providers outside the TRC, but we will require them to ensure that the professional development provided with Reading Excellence funds is comparable to that being designed through the TRC and that it meets the governing principles developed by the TRC. LEAs and schools will be required to support professional development activities during the working day as well as after school or at other times as appropriate.
4. **Provide family literacy services.** Provide family literacy services for families determined to be most in need of such services based on programs such as Even Start to enable parents to be their child's first and most important teacher.
5. **Strengthen early childhood programs.** Identify and establish a dialogue with early childhood providers in school service areas to strengthen early childhood programs. Such providers include preschool programs (Head Start, Title I, Tennessee State supported and any private preschool programs) and childcare providers. The purpose will be to
   - foster dialogue with early childhood providers to identify professional development needs of early childhood teachers and caregivers and encourage them to participate in professional development;
   - develop a process for effective systemic approach at LEA level to establish coherent linkage between early childhood providers and primary schools for mathematical and language literacy development;
   - establish a process for LEAs to evaluate the quality of early childhood programs and work with providers to address any weaknesses or need for staff professional development; and
   - foster Tennessee Early Childhood Training Alliance (TECTA) training for early childhood caregivers. TECTA is the state-wide, early childhood training and professional recognition system administered by higher education that includes orientation training through advanced degree programs for early childhood education programs by providing articulated preparation programs for staff. TECTA orientation training is offered at no cost through Tennessee's network of four- and two-year higher education programs and is widely available. We will recommend that LEAs offer early childhood program providers an incentive to buy into the Reading Excellence program such as a collection of literacy resources selected by TECTA.

6. **Provide kindergarten transition programs and extended learning.** Provide extended learning opportunities for children who will enter kindergarten during the coming school year and children currently enrolled in grades K-3 who are at risk of reading failure or who are already having difficulty learning to read. Such programs include before- and after-school programs, summer programs and kindergarten transition programs for children not ready for first grade.
7. **Support instruction for children at risk of referral to special education based on reading difficulties.** Provide instruction to children at risk of referral to special education based on reading difficulties or who have been evaluated under section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614 (b) (5) of such Act, have not been identified as being a child with a disability (as defined in section 602 of such Act.)
8. **Support advance planning.** Help schools anticipate resources that will be needed in the future to support children having difficulty learning to read through census data, school historical data and analysis of test data.
9. **Coordinate existing resources with Reading Excellence activities** (Title I, special education, Head Start, CSRD, Eisenhower, Tennessee extended contract and others)
10. **Conduct school needs assessments.** School needs assessments will link school program objectives to program activities. The needs assessment must include the following:
    *   relevant student test data reflecting reading strengths and needs of all children including children having difficulty learning to read, children with disabilities and children whose first language is other than English;
    *   analysis of current reading programs as they relate to the Tennessee Framework for Comprehensive K-3 Reading Programs; and
    *   issues related to current professional development
11. **Coordinate reading, library and literacy programs to avoid duplication and increase the effectiveness of reading, library and literacy activities.**
12. **Collect and make data available to Tennessee Reading Excellence evaluators.**

APPLICATION FORM FOR LOCAL READING IMPROVEMENT (LRI) SUBGRANTS

PART I   INTRODUCTION AND PURPOSE

This Request for Proposals (RFP) is issued by the Tennessee Department of Education (SDE) to address the reading achievement needs of Tennessee's poorest and most disadvantaged students. The RFP meets the requirements of the Reading Excellence Act (REA). On or about April 1, 2002, the SDE will distribute REA funds to eligible LEAs and schools using a competitive review process.

Background Information: Reading Excellence Act (REA)
Applicants must meet the five main purposes of the REA through four primary activities. All activities must be based on and reflect scientifically based reading research and support the REA definition of reading.

Five Main Purposes of the Act
- provide children with the readiness skills and support they need in early childhood to learn to read once they enter school;
- teach every child to read by the end of the third grade;
- improve the reading skills of students and the instructional practices of teachers and, as appropriate, other instructional staff;
- expand the number of high quality family literacy programs; and
- provide early literacy intervention to reduce the number of children who are inappropriately referred to special education.

Four Primary Activities
- professional development for teachers;
- extended learning (tutoring and after-school programs);
- family literacy services to involve parents; and
- transition programs for kindergarten students.

REA Definition of Reading
The term 'reading' means a complex system of deriving meaning from print that requires all of the following:
(A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
(B) The ability to decode unfamiliar words.
(C) The ability to read fluently.
([)) Sufficient background information and vocabulary to foster reading comprehension.
(E) The development of appropriate active strategies to construct meaning from print.
(F) The development and maintenance of a motivation to read.

REA Definition of Scientifically Based Reading Research
The statute defines scientifically-based reading research as the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties (Section 2252(5)). To meet the statutory definition, the research must
- employ systematic, empirical methods that draw on observation or experiment;
- involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Other Relevant Definitions

Eligible Professional Development Provider The term 'eligible professional development provider' means a provider of professional development in reading instruction to teachers that is   based on scientifically-based reading research.

Family Literacy Services The term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences.

Instructional Staff   The term 'instructional staff'

- means individuals who have responsibility for teaching children to read; and
- includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read.

PART II   ELIGIBILITY

Eligible LEAS To be eligible to apply for a Local Reading Improvement (LRI) subgrant, LEAs must have at least one of the following:

1. A school in Title I school improvement status.
2. High poverty numbers (the largest or second largest number of children in poverty in the state).
3. High poverty rate (the highest or second highest percentage of children in poverty in the state).

Eligible Schools To be eligible to apply for an LRI subgrant, schools must be within an eligible LEA and must be identified as one of the following:

I. A school in Title I school improvement status.
2. A school with the largest or second largest number of children in poverty in the LEA.
3. A school with the highest or second highest percentage of children in poverty in the LEA.

All eligible schools do not have to participate. The district may select which schools to include in its request for Reading Excellence funding. Even though an LEA may be eligible because a high school or middle school is in Title I school improvement status, only schools with elementary grades may be served under this program.

Private School Participation Funds awarded through the subgrants are subject to the requirements of Section 14503 of ESEA (Participation by Private School Children and Teachers) and the regulations in 34 C.F.R.299, subpart E. The statute and regulations require that subgrantees provide private school children and their teachers, or other educational personnel, the services and benefits of the program on an equitable basis with public school children and teachers.

Training Nonrecipients Grantees may train, on a fee-for-service basis, personnel from schools or LEAs that are not a beneficiary of this grant. This training must be based on scientifically based reading

research. Such a non-recipient may use funds received under Title I of this Act and other appropriate Federal funds for reading instruction to pay for such training to the extent consistent with the law under which such funds were received.

PART III   FUNDING AVAILABLE AND REQUIRED ACTIVITIES

A total of $21,000,000 is available for funding LRI subgrants. In awarding competitive grants, the SDE will make awards that are of sufficient size and scope to support the costs for the reading improvement program or strategies proposed by participating schools. The total allocation for each LEA will depend upon the expense of the selected program(s) of instruction and professional development and other services to be provided, the student and staff population and other local considerations. Grants will cover two years of operation. The SDE anticipates awarding two-year Local Reading Improvement (LRI) subgrants to approximately 50 schools. We anticipate awards ranging from $300,000 to $400,000.

LEAs may request up to five percent of the total school LRI awards for administration, which may include two percent for evaluation.

Each funded school will be expected to participate in one-day regional networking conferences during each funding cycle and a two-day statewide conference. Substitute time and travel expenses should be built into the school budget. In addition, each school will be expected to provide between 90 and 100 hours of professional development for instructional staff during each of the two years of the grant. Such professional development will include summer institutes and activities throughout the academic year including such activities as seminars, study groups, team intervention planning, teacher action research and reflective activities such as journaling.

Reading Excellence funds may be used for teacher training including the following activities: direct instruction; travel (transportation/accommodations); tuition for conferences, seminars or other training forums; substitute teacher salaries/release time; materials; tuition for teachers to attend graduate classes or other classes to improve their skills to improve their teaching skills in reading.

Required LEA Activities
The LEA must provide for a variety of activities to advance reform of reading instruction in participating schools, and subgrant funds may be used for all of these activities. Reading instruction *must* be based on scientifically based reading research. Required activities include
- high quality professional development for the classroom teacher and other instructional staff;
- parent training to help their children with reading;
- training for tutors;
- family literacy services (parent and child interactive activities, early childhood education, adult literacy and parenting education);
- kindergarten transition programs;
- tutoring and other reading support services during non-instructional time before/after school, on weekends, summer, etc.);
- reading instruction to children with reading difficulties who are at risk of being identified as learning disabled;

- curriculum and supportive materials;
- technical assistance;
- promotion of local reading, library and literacy programs supported by the Elementary and Secondary Education Act.

Each school must identify a full-time literacy leader. The literacy leader will be responsible to
- monitor reading program implementation with classroom visits; give teachers supportive feedback on their implementations;
- organize and distribute reading material
- organize assessments, and assign students to reading groups and tutoring assignments in collaboration with teachers and tutors;
- monitor student achievement and programming to see that every child is making adequate progress;
- model instruction for teachers and tutors;
- mentor classroom teachers and tutors in the implementation of all curriculum areas;
- facilitate communication between tutors and reading teachers;
- communicate and coordinate program with higher education in liaison and trainers;
- inform and publicize the reading program to community and school;
- conduct regular grade-level meetings and provide follow-up and small group training;
- participate the special education referral process to help identify children at risk of referral to special education because of difficulty in learning to read; and
- work with the LEA and sister schools to facilitate collaboration and communication.

Note: Nothing precludes a LEA from using its own funds or funds from other sources to support the activities of the LRI subgrant project.

PART IV   LRI APPLICATION~DISTRICT ELEMENTS

Section 1   School Selection
How did you select schools to submit applications for funding under the Tennessee Reading Excellence Program? Please address criteria and process, as appropriate.

Section 2   Effective Reading Instruction
How will you monitor program activities to ensure that the school maintains its commitment to research based instruction and the Tennessee Framework?

Section 3   Professional Development
A.   Identify the individual or entity that will provide professional development to teachers in participating schools. If professional development providers are members of the TRC, identify the institution(s) and faculty. If professional development providers are not members of the TRC, provide assurance that they will implement professional development that meets TRC standards.
B. What is the scope and sequence of the contract you will enter into on behalf of participating schools?

C. How will you monitor professional development activities to ensure that they are consistent with scientifically based reading research, TRC governing principles and the Tennessee Framework for Comprehensive K-3 Reading Programs?

Section 4   Family Literacy and Early Childhood
A   Identify the current family literacy providers in your district. What assistance will you provide to schools in collaborating with family literacy providers?
B   If there are no family literacy providers in your district, how will you work with schools to provide family literacy services?
C. Who are early childhood providers in your district that are within participating school service areas? (Include Head Start, Title I, Tennessee Pilot Programs, LEA supported programs, private preschool programs and other childcare providers.)
D. How will you help schools partner with early childhood providers?

Section 5   Kindergarten Transition and Extended Learning
A. How you will help schools identify children currently enrolled in grades K-3 and children entering kindergarten during the 2002-2003 school year who are at risk of reading failure?
B. Do any schools applying for Reading Excellence funding in your district plan to initiate or extend Kindergarten transition programs? If so, what technical or financial assistance will you provide?

Section 6   Children at risk of referral to special education based on reading difficulties
            Children Whose Native Language is Other than English
A. How will your office work with schools to identify and provide instruction to children with reading difficulties who are at risk of being referred to special education based on their reading difficulties or children who have been evaluated for special education services but who have not been identified as being a child with a disability?
B. What assistance will your office provide to schools needing to provide instruction to children whose native language is other than English?

Section 7   Advance Planning and Resource Coordination
A. What current sources of funding (local, state, federal, other) in your district can be coordinated with Tennessee Reading Excellence Program funds? (Use the Funding Plan Matrix to show coordination).
B. How will you support school advance planning?

Section 8   Community Program Coordination
A. With which community based organizations are you collaborating to strengthen the Tennessee Reading Excellence Program in your district?
B. What plans do you have in place to promote reading and library programs that provide access to engaging reading material?

Section 9   Evaluation
Provide an assurance that you will cooperate with the project evaluator in collecting data to evaluate project activities and impact on student learning.

Section 10 Parent Information
In what form will you make information available to parents, upon request, regarding the professional qualifications of their child's classroom teacher to provide instruction in reading?

Section 11 Participation of children in private schools
Describe how you will comply with the equitable participation requirements of private school children.

PART V LRI APPLICATION: LEA ASSURANCES
I   The LEA assures that it will carry out all of the duties specified in the enclosed application.
2.   The LEA assures that it will limit use of funds to children from eligible schools.
3.   The LEA assures that instruction in reading will be provided to children with reading difficulties who (1) are at-risk of being referred to special education based on these difficulties; or (2) have been evaluated under section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614 (b))(5) of such Act, have not been identified as being a child with a disability (as defined in section 602 of the Act).
4.   The LEA assures that professional development will be carried out for the classroom teacher and other instructional staff on the teaching of reading based on scientifically-based reading research.
5.   The LEA assures that family literacy services will be provided based on programs such as the Even Start family literacy model authorized under Title 1, Part B, to enable parents to be their child's first and most important teacher.
6.   The LEA assures that programs will be carried out to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills.
7.   The LEA assures that it will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.
8.   The LEA assures that it will make available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected to receive assistance under subsection (d)(l) in the geographic area served by the LEA, information regarding the professional qualifications of the student's classroom teacher to provide reading instruction.
9.   The LEA ensures the following regarding notifications: that within 30 days of receiving the state's notice that it qualifies, it shall provide public notice to potential tutorial assistance providers and parents in its jurisdiction that REA subgrants are available and the LEA may apply to the state under a competitive process for the funds. LEAs must make this public notification as a condition of receiving Title I funds.
10. Each LEA receiving a subgrant will ensure that all reading efforts within a school shall be coordinated, including those reading programs and initiatives funded with any state, regional, and local funds as well as federally funded programs such as Title I of ESEA, Adult Education and Family Literacy Act$_1$ and Individuals with Disabilities Education Act.

_____   _____
Signature of Superintendent/Designee   Date

PART VI   LRI APPLICATION: SCHOOL ELEMENTS

Introduction How will classroom instruction change in your school as a result of the plan you describe in your application? What data will be available to reflect changes in classroom instruction?

Section 1   Need for Program in School
Include in your needs analysis the following information:
A   How well students are achieving (review available data reflecting reading needs of all children in the school including preschool children, children with disabilities, children whose first language is other than English and children having difficulty learning to read.)
B   An analysis of your current reading program as it relates to the Tennessee Framework for Comprehensive K-3 Reading Programs.
C   Report of relevant school data (attendance, retention, special education referrals).
D   Issues related to the need for family literacy in your community and to the role of parents in supporting their children's growth as readers and writers.
E   Issues related to professional development including (a) how teachers and administrators keep up with research; (b) the adequacy of on-the-job opportunities for teachers to participate in meaningful professional development; and (c) follow-up to professional development.
F   Current assessment methods.
G   Degree to which your reading curriculum is coordinated across the grades.

Section 2   School Support
A   Explain the process you used to explain the program and elicit teacher support. Provide an assurance that at least 80 percent of PreK-Grade 3 teachers in your school voted to accept the program design and that 100 percent of teachers will participate in professional development activities.
B   Who will be the school Literacy Leader? Provide assurance that at least 80 percent of PreK-Grade 3 teachers support his or her selection as literacy leader.)
C   What are the literacy leader's qualifications? Consider his or her background and success in reading instruction, past experience in helping other teachers and skill in working with parents.
D   Describe the steps your school will take to support the literacy leader.
E   Describe how the reading program you propose complements the schools schoolwide program, if applicable.

Section 3   Effective Reading Instruction
A.   What are the specific areas of deficiency you expect this program to address?
B.   State program goals and objectives and explain how activities and resources will enable you to meet your goals and objectives.
C.   Explain how your program is aligned with the Tennessee Framework for Comprehensive K-3 Reading Programs.
D.   Cite the scientifically based reading research that supports the selected activities and strategies.
E.   Describe any reading program(s) you will purchase with Reading Excellence funds.
   1.   Explain how you made the decision to select the proposed program(s) and how the program responds to the needs defined in the needs assessment

2. Describe how it will be implemented with all K-3 teachers and, where appropriate, with parents.
3. Describe any technical assistance that experts familiar with the program will provide.
4. Show evidence that the program(s) are based on scientifically based reading research. Use the *Continuum of Criteria to Judge Effectiveness of Strategies, Programs or Models* to evaluate the program. Use the *Continuum of Effectiveness* to state your evidence.

Section 4   Professional Development

A.   Name the person or organization that will team with your Literacy Leader to provide professional development for all teachers and other PreK-3 instructional staff.
B.   What are their qualifications?
C.   Has this person helped you design your instructional program and prepare the application? If so, describe his or her role.
D.   What is your plan for professional development?
   1 What are your objectives?
   2 How does your plan address needs identified through your school needs assessment?
   3 What activities do you have planned for summer 2002 and the 2002-2003 school year?
E   Describe the resources your school will provide (time and space) for teachers to continue their professional growth through such activities as seminars, regular team meetings, professional growth study groups, child study teams and teacher action research. Be specific regarding scheduling and blocks of time available for professional growth activities that will take place during the school day.

Section 5   Family Literacy and Early Childhood

A. Explain how family literacy services will be incorporated into your program. Address the use of the public and/or school library in involving parents in their children's reading success.
B. Explain how your school will involve early childhood providers in your program.
   1.   Name the early childhood providers in your school's service area. (Include Head Start, Title I, Tennessee Pilot Programs, LEA supported programs, private preschool programs and other child care providers.)
   2.   How will these providers participate in your Reading Excellence program?
   3.   Explain how you will facilitate or provide professional development for staff in these early childhood programs including any incentives to encourage staff to participate in TECTA.
   4.   What are your plans to use screening or assessment data to evaluate the quality of early childhood programs identified above?

Section 6   Kindergarten Transition and Extended Learning Programs

A. Describe how you currently screen or evaluate the readiness of children entering Kindergarten or how you plan to screen or evaluate. Your plan must include evaluation of phonemic awareness, letter knowledge and other emergent literacy skills.
C. Do you have a transition program in place for kindergarten students who are not ready for first grade, particularly students who have difficulty with reading skills? If you have such a program in place, please describe it. If you do not have a kindergarten transition program in place, explain why you will or why you will not be implementing such a program in light of your school's needs assessment and historical data.

D. Based on your school needs assessment and historical data, what are your plans for extended learning opportunities for children in grades 1, 2 or 3? (Before and after school programs, summer programs, weekend programs, etc.)

F. If you plan to use tutors in extended learning programs or in small group sessions, will they be certified teachers? If not, what training will you provide?

C. How will you coordinate tutoring with classroom instructional objectives?

Section 7 **Children at risk of referral to special education based on reading difficulties**
Children whose native language is other than English

A. What strategies or plans will you implement to enable early identification of children at risk of referral to special education based on reading difficulties?

B. How will you design intervention plans and provide the intensive instruction these children may need

to succeed in learning to read?

C. Describe how you provide instruction in reading to any children whose native language is other than

English.

Section 8 **Advance Planning and Resource Coordination (Section to be completed by Principal)**

A. How will you use the Reading Excellence program to plan for children who will need longer-term access to intensive intervention and support to become proficient, independent readers?

B. How will you coordinate existing resources with Reading Excellence funds and resources to enhance your Reading Excellence program and to provide future support? (Use the Funding Plan Matrix.)

PART VI FORMS
1. Continuum of Criteria to Judge Effectiveness of Strategies, Programs or Models
2. Continuum of Effectiveness Rating for Project Activities
3. Integration of Tennessee Reading Excellence Funds with Funds Currently Available

Continuum of Criteria To Judge Effectiveness of Strategies, Programs or Models

Evidence	Criteria: Most Rigorous	Criteria: Somewhat Rigorous	Criteria: Marginal
Theory/research foundation	**Theory based in scientific research?** Does the strategy or program have theory behind its design that is based in the scientific literature?	**Theory based in research?** Does the strategy or program have theory behind its design that is based in descriptive research?	**Any theory?** Is there any theory behind the design of the strategy or program or is it based on "common sense" and "experience"?
Evaluation-based evidence of effectiveness	**Use of an independent evaluator?** Have the student reading gains been confirmed through independent, third-party evaluation?	**Use of organizational evaluator?** Has the strategy or program been evaluated by a state, district, or school evaluation team?	**Use of developer's evaluation data?** Has the strategy or program been evaluated by its developers?
	Use of experimental design (random assignment)? Have student reading gains been shown using experimental and control groups created through large-scale random assignment or carefully matched comparison groups?	**Use of comparison groups?** Have student reading gains been shown using between or within-classroom or school comparisons?	**Use of pre-post tests in classrooms or school?** Have student reading gains been shown for a single school?
	Use of standardized tests on reading? Have there been educationally significant pre and post intervention student reading gains as validly measured using appropriate reading assessments?	**Use of non-standardized reading measures?** Has the strategy or program produced student reading gains relative to district means or other comparison groups using appropriate assessment instruments?	**Use of non-reading measures?** Has the strategy or program produced improvements on other indicators of student reading achievement, e.g. amount of time students spend reading outside of school or student engagement?
	Gains sustained over time? Have the student reading achievement gains been sustained for three or more years?	**Gains sustained?** Have the student reading achievement gains been sustained for one or two years?	**Gains sustained on other measures?** Have other indicators of improved student reading performance been sustained for one or two years?
Implementation	**Full implementation?** Has the strategy or program been fully implemented in the research site or sites for three or more years?	**Implemented?** Has the strategy or program been fully implemented in the original site(s) for two years?	**All components underway for a year?** Has the strategy or program been fully implemented in the original site(s) for a minimum of one school year?

Continuum of Criteria To Judge Effectiveness of Strategies, Programs or Models

Evidence	Criteria: Most Rigorous	Criteria: Somewhat Rigorous	Criteria: Marginal
	Implementation well described? Is documentation available that clearly specifies implementation requirements and procedures, including staff development, curriculum, instructional methods, materials, assessments, and costs?	**Implementation described?** Is documentation available that describes some implementation requirements (such as staff development, curriculum, instruction methods, materials, and assessments)?	**Any description available?** Is documentation available that provides a general description of the strategy or program's requirements?
	Costs well documented? Are the costs of full implementation clearly specified, including costs of materials, staff development, additional personnel, etc.?	**Costs estimated?** Have the costs of full implementation been estimated with some detail?	**Any information on costs?** Is documentation available that provides general information about the strategy or program's costs?
	Similar service population? Has the strategy or program been implemented in schools with characteristics similar to the target school (same grade levels; similar school or class size; similar poverty levels; or similar student demographics such as racial, ethnic, and language minority composition)?	**Similar service population in at least one site?** Has the strategy or program been successfully implemented in at least one school with characteristics similar to the target school?	**Any information on service population?** Is information on grade level, size, student demographics, poverty level, and racial, ethnic and language minority concentration available where the strategy or program has been implemented?
Replicability	**Wide replication?** Has the strategy or program been replicated successfully in a wide range of schools and districts, e.g. urban, rural, suburban?	**Replication?** Has the strategy or program been replicated in a number of schools or districts representing diverse settings?	**Replication planned?** Is full replication of the strategy or program being initiated in several schools?
	Replications evaluated? Have the replication sites have been independently evaluated, demonstrating significant student reading gains comparable to those achieved in the pilot site(s)?	**Replication evaluated?** Have some replication sites been evaluated, demonstrating positive gains in student reading ability?	**Any data on replication?** Are promising initial results available from the replication sites?

Continuum of Effectiveness Rating for Project Activities

Using the continuum of effectiveness from the grant application package, indicate a rating and evidence for the rating for program(s) you have selected.

Program Name		
Program Description		
Provide summary of program components including program content (as related to the six (6) components of a balanced reading program) and professional development that is part of the package. Explain how this program fits within your school plan to improve reading instruction.		
Criteria	**Evidence**	**Why?**
Theory		
Evaluation Data		
Implementation		
Replicability		

Integration of Tennessee Reading Excellence Funds with Funds Currently Available

	Funding Plan Matrix		
Program	**Current Funds**	**Current Use**	**Projected Use**
Title I			
Even Start			
CSRD			
Head Start			
ESL			
Eisenhower			
Extended Contract			
Class Size Reduction			
Title VII			
Local District			
Family Resource Center			
21st Century Community Learning Center			
Service Learning			
Early Childhood Education			
Adult Basic Education			
Other			
Other			